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ABSTRACT

One-half-page resumes of a variety of tests applicable to secondary level bilingual education have been compiled here. The following areas are covered, with the number of tests in each area in parentheses: multiple skills (5), writing (2), listening and speaking (5), grammar (4), reading (2), aptitude (3), occupational interest (4), general ability/intelligence (6), self-concept (1), achievement (6), attitudes (1), and personality (1). Each test description provides information on grade range, group and individual administration, time allotment, language of test, and institutional source of test. Abstracts of 50 to 100 words describe each test. Most of the tests described are in general use in American secondary education. (JE)

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Descriptive Bibliography of Bilingual Tests for the Secondary Level

CONTENTS INCLUDE:

MULTIPLE SKILLS • WRITING • LISTENING & SPEAKING •
GRAMMAR • READING • APTITUDE TESTS • OCCUPATIONAL
INTEREST SURVEYS • TESTS OF GENERAL ABILITY/
INTELLIGENCE • SELF-CONCEPT • ACHIEVEMENT TESTS •
ATTITUDINAL SURVEY • PERSONALITY TESTS

PREPARED BY:

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ILLINOIS RESOURCE CENTER
JULY 1979

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EDUCATION & WELFARE
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- Tests in Spanish and Other Languages, Hunter College, New York, NY

A. ENGLISH AS A SECOND LANGUAGE PROFICIENCY TESTSMULTIPLE SKILLS - (Listening, Speaking, Reading or Writing)1. Language Assessment Scales. Ed de Avila

Grade Range:	Level II, 6-12
Can be Administered to:	Individuals
Time for Administration:	15-20 minutes
Languages:	Spanish and English
Source:	De Avila, Duncan and Associates P.O. Box 770, Larkspur, CA 94939 (415)525-1844

The LAS, both in Spanish and in English, measures phoneme production, ability to distinguish minimal sound pairs, oral lexical production, aural syntax (sentence) comprehension, oral syntax production, and ability to use language for pragmatic ends. A writing component is an additional component to level II only.

The LAS gives an overall picture of the student's linguistic ability by separately assessing the component parts of the language system.

The test supplement provides games and activities which could be used to help the student learn specific behaviors in areas in which the student is weak according to the test results.

2. Language Assessment Battery (LAB) Board of Education of New York City.

Grade Range:	Level III, 7-12
Can be Administered to:	Level III has a total of 92 items. Tests 1, 2, and 3 are group administered and Test 4 is individually administered.
Time for Administration:	Test 1, approx. 8 min. Test 2, approx. 20 min. Test 3, approx. 8 min. Test 4, approx. 5 min.
Languages:	Spanish and English
Source:	Houghton Mifflin Co. Geneva, IL

The Language Assessment Battery (LAB) is designed to assess reading, writing, listening comprehension and speaking in English and Spanish of children in Kindergarten through grade twelve (K-12). The areas included in LAB are defined as follows:

- 1) Reading - the recognition of morphological and syntactical structures and comprehension of English and Spanish in graphic form.
- 2) Writing - the recognition of the grammatical signals of the language in graphic form.

A. ENGLISH AS A SECOND LANGUAGE PROFICIENCY TESTSMULTIPLE SKILLS (Continued)3. Comprehensive English Language Test (CELT) D. P. Harris and L.A. Palmer

Grade Range:	High School-Adults
Can be Administered to:	Groups
Time for Administration:	About 2 hours
Language:	English
Source:	McGraw-Hill International Book Co. 330 West 42nd Street New York, NY 10036

Designed to assess the English language proficiency of non-native speakers, the Comprehensive English Language Test (CELT) provides a series of easy-to-administer tests, especially appropriate for intermediate and advanced high school, college, and adult English as a second language programs. The CELT consists of three multiple-choice tests: Listening, Structure, and Vocabulary, which may be used separately or as a complete battery. All the CELT tests use a separate answer sheet and a reusable test booklet. Norms and other data are available in a Technical Manual.

The Listening Test measures the ability to comprehend short statements, questions, and dialogues as spoken by native speakers of English; it contains 50 items and takes about 40 minutes. The Structure Test has a total of 75 items to be answered in 45 minutes, and measures the ability to manipulate the grammatical structures occurring in spoken English. With a total of 75 items and an administration time of 35 minutes, the Vocabulary Test assesses the understanding of the kinds of lexical items which occur in advanced English reading.

4. Michigan Test of English Language Proficiency.

Grade Range:	High School-Adult
Can be Administered to:	Groups
Time for Administration:	75 minutes
Language:	English
Source:	English Language Institute 2001 N. University Building University of Michigan Ann Arbor, MI 48109

This test consists of three parts: Grammar, Vocabulary and Reading Comprehension. It can be used diagnostically for placement, or as a post-test to see how much the student has learned. The test consists of 100 items: 40 in the grammar section, 40 in the vocabulary and 20 in reading comprehension.

It is totally non-verbal. The test may be best suited for intermediate and advanced students.

A. ENGLISH AS A SECOND LANGUAGE PROFICIENCY TESTS

MULTIPLE SKILLS (Continued)

5. Orientations in American English Placement Test. Marjorie Frank (1974)

Grade Range:	7-adult
Can be Administered to:	Individuals (oral) Groups (written)
Time for Administration:	Varied
Language:	English
Source:	Institute of Modern Languages, Inc. 2622 Pittman Drive Silver Spring, MD 20910

This test was designed to place students in one of five levels of the Orientations in American English Series. The questions and structures tested correspond to the various levels of the texts with the series.

The Aural/Oral Test consists of two parts. In each the student is asked to answer questions in complete sentences. The sentences are evaluated and scored similar to the following written exam. The Written Test administered to groups consists of three parts. In part I students are orally asked 7 questions to which they write responses. Part II uses illustrations with accompanying written questions to which the student must also write answers. Part III is a reading section which consists of a brief passage and 4 or 5 follow-up comprehension questions to which the students must write answers.

The final rating system suggested by the testing manual places students in one of five levels.

A. ENGLISH AS A SECOND LANGUAGE PROFICIENCY TESTSWRITING1. Test of Ability to Subordinate. David M. Davidson

Grade Range:	High School-Adult
Can be Administered to:	Groups
Time for Administration:	35 minutes
Language:	
Source:	LINC Publications 2112 Broadway Room 515 New York, NY 10023

This Writing Test is appropriate for students at the intermediate and advanced levels. It is an easily scoreable objective test measuring students' abilities to manipulate particular grammatical structures of subordination among these being participial, gerund, and prepositional phrases and noun, adverbial and relative clauses.

example: 44. a. We have a doctor. b. We like him very much.

We have a doctor _____ very much.

answer: that/who/whom/we like

2. Dictation.

Grade Range:	Varied
Can be Administered to:	Groups and individuals
Time for Administration:	Variable
Language:	English
Source:	Various

Dictation tests as an integrative test measure can be administered in various ways. First of all, selection of the passage should be made from general reading selections either used in the class or from general interest materials. The length of the passage should be sufficient to provide enough information to evaluate the student's performance but not too lengthy to become boring and uninteresting to the student.

Suggested administrative procedure of dictation tests from Teaching English as a Second Language Techniques and Procedures by Christina Bratt Paulston and Mary Bruder, 1976, Winthrop Publishers, Cambridge, MA., are as follows:

A. ENGLISH AS A SECOND LANGUAGE PROFICIENCY TESTS

WRITING

2. Dictation (continued)

- A) Read the passage at a normal speed while students listen.
- B) Repeat the passage in "meaningful mouthfuls" with pauses for students to write. (Paulston and Bruder suggest varying length of pauses depending on students' proficiency levels).
- C) When finished with the second reading, reread the entire passage at a normal speed so the students can check their work.

Evaluation can focus on spelling, word omissions, grammatical errors and punctuation errors. The final score can be reported as a general score on perhaps a 1-5 scale or on a scale concerned with the number of possible errors that can be made.

A. ENGLISH AS A SECOND LANGUAGE PROFICIENCY TESTSLISTENING & SPEAKING1. Ilyin Oral Interview. Donna Ilyin

Grade Range:	7-Adult
Can be Administered to:	Individuals
Time for Asministration:	5-30 minutes
Language:	English
Source:	Newbury House Publishers 68 Middle Road Rowley, MA 01969

The Ilyin Oral Interview is designed to test a student's ability to use English orally in response to hearing it in a controlled situation. The interview may be used to place incoming students in an appropriate level English as a Second Language class; to show achievement gains in a pre/post-test situation; or to correlate an individual's oral proficiency with his performance on tests that require reading or writing skills. The interview consists of 50 items, progressing from simpler to more difficult. Each item is scored for accuracy of information and accuracy of structure, including word order, verb structure and other structures; pronunciation and fluency are not scored.

2. Test of Aural Comprehension. Robert Lado

Grade Range:	7-Adult
Can be Administered to:	Groups
Time for Administration:	40 minutes
Language:	English
Source:	English Language Institute University of Michigan 2001 N.-University Building Ann Arbor, MI 48109

This objective test consists of 60 items available in three forms. The student hears a passage then sees a picture and selects the correct depiction of the item. Also, the student reads a statement then chooses the appropriate response.

A. ENGLISH AS A SECOND LANGUAGE PROFICIENCY TESTS

LISTENING AND SPEAKING (continued)

3. Bahia Oral Language Test (BOLT)

Grade Range:	7-12
Can be Administered to:	Individuals
Time for Administration:	Variable
Language:	English
Source:	BAHIA Inc. P.O. Box 9337 North Berkeley Station Berkeley, CA 94709

This Oral language test developed and field tested in California consists of 20 items divided into four levels. The test uses syntactical development or proficiency as the foundation to its rating system. The authors state "The BOLT test is a comprehensive intermediate and secondary English language proficiency test that assesses oral language skills ranging from understanding simple sentence patterns to using complex syntactical forms of the language."

The test kit consists of the test manual, picture booklet, 30 answer sheets and a class record book. Technical report consisting of reliability and validity data is also available.

4. The Original John Test

Grade Range:	7-Adult
Can be Administered to:	Individuals
Time for Administration:	Variable
Language:	English
Source:	Linc Publications 2112 Broadway - Suite 515 New York, NY 10023

This is an oral language proficiency test. There are two forms of the Original John Test available: short form and long form. The short form consists of two parts. Part I consists of structured questions around accompanying illustrations. Part II consists of open ended discussion questions.

The long form is comprised of three parts: Part I has structured questions from the accompanying illustrations, part II connected discourse rating pronunciation fluency, vocabulary, and structure and part III consists of forming questions from answers given by the teacher or test administrator.

A. ENGLISH AS A SECOND LANGUAGE PROFICIENCY TESTS

LISTENING AND SPEAKING (continued)

5. Bilingual Syntax Measure II.

Grade Range:	3-12
Can be Administered to:	Individuals
Time for Administration:	10-15 minutes
Language:	English and Spanish
Source:	TEST Department Harcourt Brace Jovanovich, Inc. 757 Third Avenue New York, NY 10017

The Bilingual Syntax Measure II (BSM) is designed to measure a student's oral proficiency in English and/or Spanish grammatical structures by using natural speech as a basis for making judgements. The BSM encourages students to express their thoughts and opinions freely. The syntactic structures that the students use to express these thoughts are the important indicators for structural proficiency.

The BSM II is designed primarily for students who are 10 years and older and who are enrolled in classes from grades 3-12. To elicit natural speech simple questions are used with cartoon-type pictures to provide the framework for a conversation with the child. An analysis of the student's speech in answering these questions yields a numerical indicator and a qualitative description of the child's structural language proficiency range from Level 1 where the student neither speaks nor comprehends the language in which the test is being administered to Level 5 where the student is as proficient as his peers who are native speakers of that language.

The BSM is available in two languages - BSM-E (English) and BSM-S (Spanish). The Picture Booklet contains seven cartoon-type pictures and is used for the administration of either the BSM-E or the BSM-S. Two Manuals - one in English, one in Spanish -- contain directions for administering the tests, scoring procedures, a description of the proficiency levels, and suggestions for instructional uses. There are two response booklets-- each contains specific directions to the examiner, the questions that the student is to be asked, and spaces for recording and scoring the student's responses. The supplementary technical material contains the rationale and various types of technical data of interest to researchers.

A. ENGLISH AS A SECOND LANGUAGE PROFICIENCY TESTS

GRAMMAR (DISCRETE POINT)

1. Diagnostic Test for Students of English as a Second Language

Grade Range:	High School-Adult
Can be Administered to:	Groups
Time for Administration:	60 minutes
Language:	English
Source:	McGraw-Hill International Book Co. 1221 Avenue of the Americas New York, NY 10020

This test is designed to assess knowledge of English structure and idiomatic vocabulary through 150 multiple-choice questions. The test can be used to determine whether special instruction is necessary; to place students in classes of different levels of proficiency; or to aid in the preparation of lesson plans. The instruction sheet which accompanies the test booklets and answer sheets contains a short section on scoring and interpretation.

2. Structure Tests - English Language (STEL)

Grade Range:	7-Adult
Can be Administered to:	Groups
Time for Administration:	30 minutes
Language:	English
Source:	Newbury House Publishers 68 Middle Road Rowley, MA 01969

The STEL consists of 6 tests of English structure which can be correlated with the Ilyin Interview tests for placement of students. Two forms each of Beginning, Intermediate and Advanced tests are available.

A. ENGLISH AS A SECOND LANGUAGE PROFICIENCY TESTS

GRAMMAR (Continued)

3. Examination in Structure, Robert Lado and Charles Fries

Grade Range:	7-Adult
Can Be Administered to:	Groups
Time for Administration:	60 minutes
Language:	
Source:	English Language Institute 2001 N. University Building University of Michigan Ann Arbor, MI 48109

This is a 150 item test on a large number of grammatical points, not identified with any specific test, but limited to the basic structures of English. Approximately 65 per cent of it is multiple-choice; the remaining 35 per cent consists of completion items for testing question words, negation, sentence order, etc. No manual or norms exist for this test. It can be very useful to the teacher as a source of diagnostic information on the problem areas in grammar.

4. English as a Second Language Placement Test (EPT)

Grade Range:	7-Adult
Can Be Administered to:	Groups
Time for Administration:	30 minutes
Language:	English
Source:	Donna Ilyin ALEMANY Adult School 750 Eddy Street San Francisco, CA 94109

This multiple choice grammar test consists of two levels: Level I - 100, 200, 300 and level II - 400, 500, 600 for advanced students. Each level has 50 multiple choice items. The student is asked to choose the correct response of the three answers written and mark it on an answer sheet.

The tests place students in one of three levels.

A. ENGLISH AS A SECOND LANGUAGE PROFICIENCY TESTSREADING1. Inter-American Series - Test of Reading and Prueba de Lectura.

Grade Range:	Level 3, ages 9-11, grades 4-6 Level 4, ages 12-14, grades 7-9 Level 5, ages 15-18, grades 10-12
Can be Administered to:	Groups
Time for Administration:	52 minutes for level 5.
Languages:	Spanish and English
Source:	Guidance Testing Associates St. Mary's University, One Camino Santa Maria San Antonio, TX 78284

This is a series of tests in reading which has parallel forms in Spanish and English. The series has pre- and post-test forms so that you measure the same skills but through different items each time. The author of the test believes that the test measures not only achievement in reading itself, but estimates the ability to do school work in other areas.

The test of reading, both in Spanish and English, includes tests in five levels of difficulty.

2. Cloze Testing Wilson L. Taylor

Grade Range:	Varied
Can be Administered to:	
Time for Administration:	Variable
Language:	English
Source:	Various

Cloze testing is an easy, efficient method of testing readability of a passage. Although not originally designed to test reading ability, it may be one useful mechanism for testing this skill of limited English proficient students. It basically consists of the following:*

- 1) Select about 250 words from the materials to be evaluated.
- 2) Delete mechanically every fifth word, beginning at the fifth word and skipping proper nouns and numbers should more than three occur.
- 3) Delete fifty words.
- 4) Replace the deleted words with numbered blanks.
- 5) Score the passage by accepting only the words from the original test. (Verbatim scoring).
- 6) Evaluate scores.

* Putting Cloze Into the Classroom English Record Spring 1975. John F. Haskell

A. ENGLISH AS A SECOND LANGUAGE PROFICIENCY TESTS

READING

2. Cloze Testing (Continued)

An explanation of Cloze testing, sample 1 items, and the scoring procedures should be given to students before actual testing.

Readability scores are as follows above 53% Independent, 44-53% Instructional, Below 44% Frustration.

The scores, however, might be used as placement indicators as well.

B. APTITUDE TESTS1. Differential Aptitude Tests (DAT) G.K. Bennet, H.G. Seashore and A.G. Wesman

Grade Range:	8-12, Adults
Can be Administered to:	Groups
Time for Administration:	6-30 minutes
Languages:	English and Spanish
Source:	CHESS and Associates 2759 Steeple Chase Lane, Diamond Bar, CA. (714) 598-5761

An integrated battery of aptitude tests designed for educational and vocational guidance in grades 8-12, the Differential Aptitude Tests measure the abilities of students in 8 areas: Verbal Reasoning (30 minutes); Numerical Ability (30 min.); Abstract Reasoning (25 min.); Space Relations (25 min.); Mechanical Reasoning (30 min.); Clerical Speed and Accuracy (6 min.); Language Usage-Spelling (10 min); and Language Usage-Grammar (25 min.). Standardized in 1963, the entire battery of tests can be administered in slightly over three hours, and scored fairly rapidly. The fourth edition of the interpretive manual provides norms for the English version, and information on validity and reliability. The authorized Spanish translation and adaptation of this measure is called "Tests de Aptitud Diferencial".

2. Modern Language Aptitude Test (MLAT) and Elementary Modern Language Aptitude Test (EMLAT). J.B. Carroll and S.M. Sapon. 1959 and 1967.

Grade Range:	3-6, 9-Adult
Can be Administered to:	Groups
Time for Administration:	About 60 - 70 minutes
Languages:	English
Source:	The Psychological Corporation 304 East 45th Street, New York, N.Y. 10017

Designed chiefly to indicate an English-speaking individual's probable degree of success in learning a foreign language, the Modern Language Aptitude Test can be used with groups from grade 9 on. The MLAT consists of five subtests: Number Learning; Phonetic Script; Spelling Clues; Words in Sentences; and Paired Associates. Administration of the MLAT requires slightly more than an hour and a tape recorder to present the test directions. An out-growth of the MLAT, the Elementary Modern Language Aptitude Test (EMLAT) predicts how easily and rapidly children in grades 3-6 will learn a foreign language. The EMLAT consists of four subtests: Hidden Words; Matching Words; Finding Rhymes; and Number Learning. A tape recording must be used to administer the EMLAT, which takes slightly more than one hour (in two or more sessions). Each test is available with a Manual, which provides norms, classified by sex and grade, as well as information on validity and reliability.

3. Clerical Aptitudes SRA. CHESS and Associates, Diamond Bar, CA. 91765
(714) 598-5761.

C. OCCUPATIONAL INTEREST SURVEY

1. Kudor DD Occupational Interest Survey.

Can be Administered to: Individuals and groups
 Languages: Spanish, Vietnamese and English
 Source: CHESS and Associates
 2759 Steeple Chase Lane, Diamond Bar, CA.
 91765 (714) 598-5761

2. Geist Picture Interest Inventory For Men. H. Geist.

Grade Range: 8-Adults
 Can be Administered to: Groups
 Time for Administration: About 25 minutes
 Languages: English and Spanish
 Source: Psychological Services
 12031 Wilshire Blvd., Los Angeles, CA 90025

Standardized on Spanish-speaking and bilingual subjects, the Spanish Edition of the Geist Picture Interest Inventory for Men identifies the vocational and avocational interests of Spanish-speaking and bilingual men and boys. The Geist Inventory consists of 44 sets of three drawings to measure interests in 11 general areas; the subject circles which of the three drawings illustrates the occupation or avocation he prefers. A Motivation Questionnaire can be administered separately to explore motivations behind occupational choices. The Manual is available both in English and in Spanish.

3. JOB - 0

Grade Range: 9-12
 Can be Administered to: Groups or individuals
 Time for Administration : Varies
 Languages: Spanish and English
 Source: CFKR Career Materials, Inc.
 P.O. Box 4, Belmont, CA 94402
 (415) 593-0616

4. COPS (California Occupational Preference System)

Source: Edits
 P.O. Box 7234
 San Diego, CA 92107

D. TESTS OF GENERAL ABILITY/INTELLIGENCE1. Inter-American Series - Test of General Ability

Grade Range:	Preschool, ages 4 and 4 Level 1, age 6 for end of kinder and beginning of grade 1 Level 2, age 7-8, grades 2-3 Level 3, age 9-11, grades 4-6 Level 4, age 12-14, grades 7-9 Level 5, age 15-18, grades 10-12
Can be Administered to:	Groups
Time for Administration:	25 minutes (preschool) to 52 min. Levels 3-5
Languages:	English and Spanish
Source:	Guidance Testing Associates St. Mary's University, One Camino Santa Maria, San Antonio, TX 78284 (512) 436-3304

These tests are designed to estimate the ability to do academic work in general. This series of test includes six levels of difficulty which are published in Spanish and English in parallel forms (they measure the same skills) and in pre- and post-test form.

2. Tests of General Ability (TOGA). J.C. Flanagan

Grade Range:	K-12
Can be Administered to:	Groups
Time for Administration:	About 45 minutes
Languages:	English and Spanish
Source:	Science Research Associates (SRA) 259 E. Erie Street, Chicago, IL 60611

Designed for use in grades K-12, the Tests of General Ability (TOGA) provide a nonverbal measure of general intelligence and basic learning ability. The scores are said to reflect ability independent of school-acquired skills, and therefore the TOGA are particularly useful for students from culturally different backgrounds. A Technical Report, grades K-12, is available for interpretation of the results. An Examiner's Manual translated into Spanish is also available for each grade level.

3. Short Test of Educational Ability (STEA).

Grade Range:	K-12
Can be Administered to:	Groups
Time for Administration:	About 30 minutes
Languages:	English and Spanish
Source:	Science Research Associates (SRA) 259 E. Erie Street, Chicago, IL 60611

Designed to estimate educational ability in a short, easily-administered format, the Short Test of Educational Ability has parallel editions in English and Spanish. Levels 1 and 2, for grade K-3, are primarily pictorial and are administered orally. Levels 3, and 4, and 5, for grades 4-12, are read by the students. The subtests include: What Would If; How Would You: Spatial Relations; Verbal Meaning; Number Series; Arithmetic Reasoning; Letter Series; and Symbol Manipulation. In the Spanish edition, the test directions and items read orally by the teacher are annotated with Southwestern, Cuban, and Puerto Rican versions. Normative data for the English edition is presented in an Interpretive Manual, which contains recommendations for the use of the Spanish version. In order to determine whether the Spanish edition was equivalent to the English, both versions were administered to bilingual children in the Southwest. In grades K-3, the performances of the children were very similar. As a result, the Manual explains, along with cautionary notes, that the Level 1 and 2 norms developed for the English edition may well be applied to the Spanish edition. Levels 3, 4 and 5, however, should be used only with students who have had at least two years of their formal education in Spanish or who have otherwise demonstrated an ability to read Spanish with some facility.

4. Wechsler Intelligence Scale for Children (WISC). Spanish version, Escala de Inteligencia Wechsler. 1970.

Grade Range:	K-10
Can be Administered to:	Individuals
Time for Administration:	About 45 minutes
Administration Requirements:	Should be administered under supervision of school psychologist
Languages:	English and Spanish
Source:	The Psychological Corporation 304 East 45 Street, New York, N.Y. 10017

Standardized for children ages 5-15, the Wechsler Intelligence Scales for Children (WISC) should be individually-administered by a specially trained examiner. D. Wechsler states in the Manual: "The theory underlying the WISC is that intelligence cannot be separated from the rest of the personality, and a deliberate attempt has been made to take into account the other factors which contribute to the total effective intelligence of the individual." The Spanish Edition was developed in Puerto Rico as an authorized Spanish-American translation and adaptation of the WISC. The 12 subtests, divided into two subgroups - the Verbal Scales (Information, Comprehension, Arithmetic, Similarities, Vocabulary, and Digit Span) and the Performance Scales (Picture Completion, Picture Arrangement, Block Design, Object Assembly, Coding, and Mazes), yield an I.Q. based on scaled scores for each age level. The Spanish Manual includes the questions used in the verbal subtests and the directions for administering both the Verbal and the Performance Scales, as well as data on norms, standardization, and reliability.

5. Barranquilla Rapid Survey Intelligence Test (BARSIT). F. del Olmo. 1956-58.

Grade Range:	3-Adults
Can be Administered:	Groups
Time for Administration:	About 10 minutes

Administration Requirements: Should be administered under supervision of school psychologist
 Languages: Spanish
 Source: The Psychological Corporation
 304 E. 45th Street, New York, N.Y. 10017

The "Test Rápido Barranquilla" is an easily-administered instrument designed to measure mental ability, containing both verbal and numerical problems, for use with students in grades 3-7 and adults with primary level education who speak Spanish. The Manual provides norms from Venezuela, classified according to grade or (for adults) number of years of education.

6. Culture Fair Intelligence Test. R.B. Cattell and A.K.S. Cattell.

Grade Range: Pre K-12, Adults
 Can be Administered to: Individuals or Groups
 Time for Administration: From 20 to 60 minutes
 Languages: English, Spanish and German
 Source: Institute for Personality and Ability Testing
 1602 Coronado Drive, Champaign, IL 16820
 and Bobbs-Merrill Co., Inc.
 4300 W. 62nd St. Indianapolis, IN

Said to be relatively independent of school achievement, social advantages, and various other environmental influences, the Culture Fair Intelligence Test is a nonverbal measure of general ability. It is available in English, Spanish, and German versions, and comes in two editions with scales for use with students in grades Pre K-12. Edition one, the IPAT Culture Fair Intelligence (1933-63) has three scales, while edition two, the Cattell Culture Fair Intelligence Test (1960-61) has only two. Scale 1 (for ages 4-8) of the IPAT has 8 subtests, including symbol copying, classification of pictures, mazes, identification of similar drawings, selecting familiar objects when named, following directions, identifying what is wrong with pictures or familiar objects, and riddles. Scales 2 and 3 of both the IPAT and the Cattell have 4 subtests: series; classifications; matrices; and conditions.

E. SELF-CONCEPT

1. Self-Esteem Inventory. S. Coopersmith. 1967.

Source: Foundation for Individualized Evaluation and Research, Inc. (FIER)
 248 1/2 E. Lincoln Hwy., DeKalb, IL 60115
 (815) 756-3493

F. ACHIEVEMENT TESTS

1. California Achievement Tests (CAT). Levels II and III, Form A. E. Tiegs & W. Clark 1970.

Grade Range: 1-12: Level 1, grades 1.5 - 2.9
 Level II, grades 2 - 4.9
 Level III, grades 4 - 6.9

Grade Range:	Level IV, grades 6 - 9.9 Level V, grades 9 - 12.9 (reviewed for grades 2-6)
Can be Administered to:	Groups
Time for Administration:	Level II, 123 minutes; Level III, 152 min. timed.
Languages:	English
Source:	CTB/McGraw-Hill, Del Monte Research Park, Monterey, CA 93940
Score Interpretation:	This instrument yields percentile rank, grade equivalent, achievement development and stanine scores. "Debiased" norms and scoring key are also available.
Target Ethnic Group:	General(Reviewed for Cuban, Mexican-American, and Puerto Rican;Chinese and Navajo)
Purpose:	To assess a student's achievement in reading, mathematics, and language.

This achievement test has 5 overlapping levels with alternate forms, A and B. The batteries at each level measure vocabulary and reading comprehension; mathematics computation, concepts, and problems; and language mechanics, usage, structure, and spelling. There are 318 items in Level II and 343 items in Level III. Students respond by marking separate answer sheets. Answers are hand or machine scored.

Technical Information

The U.S. Office of Education conducted a restandardization of the reading and mathematics subtests of Levels II and III, Form A, of this instrument with 9000 students, 21% of whom were Hispanic. A panel of 11 judges, including 1 Asian-American, 1 American Indian, and 4 Hispanic educators, located potentially biased items. ERIC Document #101-017 provides a review of the statistical and item content analyses conducted. It also contains an annotated list of potentially biased items, a table converting raw scores to percentile ranks, and a table converting school means to percentile ranks. Both tables are tied to the raw scores on the original CAT and on the debiased instrument. Reviewers felt that the administrator's manual was well written and easy to use.

Cultural and Linguistic Information - Hispanic

The reviewers found the directions, item content, vocabulary, illustrations, and procedures to be culturally and linguistically appropriate for Cuban, Mexican-American, and Puerto Rican students in grades 2-6. Reviewers recommended that care should be taken to use the CAT only with students who are proficient in English and who have been acculturated to life in the United States. One reviewer commented that children from lower socioeconomic backgrounds may have difficulty relating to the item content in the reading sections, which show no special relevance to Hispanic culture. Reviewers noted that although the general format was acceptable, the spacing was poor in the mathematics section.

Rating Scale: Acceptable Technical Information
Unacceptable Cultural Information

Reviews: 1) Donald Ross Green
Racial and Ethnic Bias in Test Construction
ERIC Documents: # 129928
056090

Found in his study that:

The CAT (1970) tests were more biased against minority groups than against middle class white children due to test item selection procedures used in designing the test. He suggests when using the tests that:

- biased items be identified and deselected
- compensation for bias occur by use of alternate weighting and and scoring schemes
- scores be interpreted according to group membership of examinees
- the existence of bias and its effects on scores be documented

2) System Development Corp., Santa Monica, CA
ERIC Document: #101-017
Achievement Test Restandardization
ESAA Evaluation, Nov. 1, 1974

Found that items in CAT test were biased against children whose experiences differed widely from those in the test item selection group.

Felt test should be restandardized by leaving out biased items, converting raw scores to percentiles based on restandardized tables, and converting school mean to a percentile based on restandardized information.

2. Comprehensive Test of Basic Skills (CTBS - Levels A_C, 1 and 2, Form S)
(Reading, Language and Mathematics Sections).

Grade Range:	K-12, Level A, K-1.3 Level B, K.6 - 1.9 Level C, 1.6 - 2.9 Level 1, 2.5 - 4.9 Level 2, 4.5 - 6.9 Level 3, 6.5 - 8.9 Level 4, 8.5 - 12.9 (reviewed for K-6) Level 4 not available in Spanish Groups
Can be Administered to:	
Time for Administration:	Levels A and B, 3 hours; Level C, 3.75 hrs. Levels 1 and 2, 4 hrs; timed.
Languages:	Spanish and English (excluding level 4 in Spanish)
Source:	McGraw-Hill, Del Monte Research Park, Monterey, CA 93940
Score Interpretation:	This instrument yields percentiles, stanines, grade equivalents, and expanded scores.
Target Ethnic Group:	General (reviewed for Cuban, Mexican-American, and Puerto Rican;

Target Ethnic Group: Chinese, Navajo, and Tagalog entries)

Purpose: To assess a student's basic skills in reading, language and mathematics.

This achievement instrument consists of overlapping levels designed to assess pre-reading and reading comprehension skills, language mechanics, spelling, and mathematic computation, concepts, and applications. There are 168 items on Level A, 174 items on Level B, 266 items on Level C, 337 items on Level 1, and 336 items on Level 2. Items are read aloud by the administrator or silently by students. For Levels A-C and 1 students respond by marking in machine or hand-scorable booklets. Separate answer sheets are available for Levels 1-4.

Technical Information

The publishers subjected the CTBS Form S to statistical debiasing procedures and to debiasing by a panel of experts. They also standardized this instrument with a national sample which included approximately 7.9% Spanish-speaking students. In Technical Bulletin No. 2 the publisher stated that some items may be unsuitable for measuring the achievement of Spanish-speaking students, although the majority of items are acceptable for this group. The U.S. Office of Education sponsored further bias studies on the reading, language, and mathematics sections of this test. For these studies, a panel including Asian, Mexican-American, and American Indian educators evaluated items which appeared to be statistically biased against certain ethnic groups and concluded that the majority of these items were not biased*. Guide reviewers found the administrator's manuals clearly written and easy to use.

Cultural and Linguistic Information - Hispanic

Reviewers found the directions, vocabulary, illustrations, and procedures appropriate only for English-dominant Cuban, Mexican-American, and Puerto Rican students in grades K-6. They commented that the spacing on the spelling, language mechanics, and mathematics computation and concepts subtests was poor and noted that the items did not reflect Hispanic culture. Reviewers felt that the timed tests would put unusual pressures on students for whom English was a second language. The publishers agree that, for some groups, departures from the time limits may well produce more meaningful scores.

Rating Scale: Acceptable Technical Information
Unacceptable Cultural Information

Additional Reviews:

The CTBS Test gives:

- National public school norms, percentiles and stanines
- Large city school district norms, percentiles and stanines
- Catholic school norms, percentiles and stanines.

The CTBS manual encourages use of scores in planning and evaluating instruction as well as identifying individual differences in achievement.

Procedures for constructing local norms are described and local normative data are provided to schools using the publishers scoring services.

* Hoepfner, R. and Christen, F. Measures of Academic Growth, Santa Monica, CA: System Development Corporation and RMC Research Corporation, 1979.

1) Robert A. Cervantes
ERIC Document # ED093951
"Problems and Alternatives in Testing Mexican-American Students"

Found that:

1. Language subtests in particular appear extremely inappropriate to Mexican-American students. 2. Some instructions are confusing and misleading. 3. A number of items appear to be biased against students who differ by socioeconomic status and culture from norming population. Those items should be eliminated or adequate substitutes found.

He feels use of test is maximized by:

- 1) Developing local norms in terms of ethnic validity.
- 2) Assessing changes in year to year scores rather than comparing with national norms.
- 3) Analyzing test items for colloquial language and experiential relevance. Eliminate these items or substitute more appropriate ones.

See also: Theodore V. Higgs. "Sociocultural Bias in One Form of the CTBS: A Consafic Interpretation of a Chigatropic Assessment Instrument". Development Associates, San Antonio, TX. 1974.

3. Bilingual Science Tests: Dr. C. Sanu'netti.

Grade Range:	5-8
Can be Administered to	Groups
Time for Administration:	40 minutes
Languages :	English and Spanish
Source:	Curriculum Bureau, Board of Education, 131 Livingston St. Room 610, Brooklyn, N.Y. 11201

The Bilingual Science Tests are designed to measure achievement in science. They are available in English and Spanish. The 5th and 6th grade test, a measure of general science knowledge, is a research product of the New York City Study of Closed Circuit Television Cooperative Research Project of the Fund for the Advancement of Education and the N.Y.C. Board of Education. The 7th grade test assesses knowledge of chemistry while the 8th grade test measures more advanced knowledge of general science; both were produced by Science-Spanish Research Project of N.Y.C.'s Bureau of Educational Research. The test items are all multiple-choice. Also available is a report entitled "Science Instruction in Spanish for Pupils of Spanish-Speaking Background", which contains both the tests and test results for experimental and control group students.

4. New York State Mathematics Test: Spanish Language Editions:

Grade Range:	3,6, and 9
Can be Administered to;	Groups

Time for Administration: 50 - 60 minutes
 Languages: English and Spanish
 Source: New York State Education Dept.
 The University of the State of New York,
 Albany, N.Y. 12224

The New York State Mathematics Tests, in Spanish and English Editions, are designed to measure achievement in mathematics, as well as the general effectiveness of a school's math program. These instruments can also be used by teachers to aid in planning classroom instruction and in evaluating the progress of individual pupils. Three areas of mathematics are assessed. Concepts; computation, and problem solving. In the third grade version, answers are recorded directly in the test booklet. The 6th and 9th versions have separate answer sheets. Norms are provided in the Manual.

5. Pruebas de Puerto Rico - Adaptation of General Testing Service's Test of General Ability

Grade Range: K-12
 Can be Administered to: Groups
 Time for Administration: 50-111 minutes
 Languages: Spanish and English
 Purpose: General Ability, Readiness, Language and Academic Achievement, and Personality
 Source: Oficina de Evaluación, Depto. de Instrucción Pública, Hato Rey, Estado Libre Asociado de Puerto Rico.

The following tests in Spanish and in English are measures of General Ability Readiness, Language and Academic Achievement, and Personality. They are all available from the Evaluation Office with norms for populations in Puerto Rico.

Prueba Colectiva Puertorriqueña de Capacidad Mental (1958), Forms A and B nonverbal intelligence test, "La Prueba Colectiva Puertorriqueña de Capacidad Mental" can be administered in about 60 minutes to children in grade 1-12. It consists of three parts: Verbal (20 items); Visual (20 items); and Quantitative (18 items). The children mark their answers directly in the booklets.

Test Puertorriqueño de Habilidad General (1962), Forms A and B: This instrument is designed to measure general ability in grades 4-12. It consists of five subtests; Synonyms (25 items); Antonyms (25 items); Analogies (25 items); Numerical Ability (15 items); and Spatial Relationships (21 items). Administration takes about 70 minutes, and the test booklets are reusable, since pupil responses are recorded on separate answer sheets.

Reading Comprehension Test (1961-62), Intermediate Level: This exam consists of 72 items designed to test reading comprehension in grades 7-9. The test instructions are in Spanish, administration takes about 80 minutes and the student record their answers on a separate answer sheet.

English Language Test (1962), Intermediate Level: This measure for grades 7-9 consists of four subtests: Auditory Discrimination (35 items); Structure (70 items) Vocabulary (45 items); and Writing of Words (20 items). It takes about 77 minutes, instructions are in Spanish, and a separate answer sheet is used.

Prueba de Lectura en Inglés (1968), Forms A and B: This test is designed to test reading ability on four levels of difficulty in grades 3-12. The test consists of two parts, Vocabulary and Reading Comprehension, and takes about 60 minutes. Norms are classified by grade, district, and sex, for all or part of the test. Information on validity and reliability is also included.

Pruebas de Lectura en Español (1968), Forms A and B: These tests are designed to measure reading ability in Spanish. There are four levels which cover grades 1-12, each consisting of two parts: Vocabulary and Comprehension. Administration takes about 60 minutes.

Prueba de Aprovechamiento en Matemáticas (1960), Intermediate Level: This instrument is designed to measure mathematical achievement in grades 7-12. There are three subtests: General Knowledge (29 items); Basic Skills (41 items) and Reasoning (20 items). It can be given in about 87 minutes, and uses separate answer sheets.

Prueba de Algebra Elemental (1964), Advanced Level: This instrument consists of 65 items designed to measure a student's knowledge of elemental algebra. It takes about 70 minutes and is applicable to grades 10-12. A separate answer sheet is used.

Prueba de Aprovechamiento en Ciencias (1962), Intermediate Level: This test takes about 105 minutes and consists of 150 items designed to measure achievement in science. It can be used in grades 7-9. A separate answer sheet is used.

Prueba de Biología Moderna (1968), Advanced Level: This test consists of 50 items designed to measure the student's knowledge of biology. It is applicable to grades 10-12, and can be administered in about 50 minutes.

Cuestionario Sobre Personalidad, División de Investigaciones Pedagógicas y Estadísticas (1960): This test is constructed for grades 7-12 to measure personality adjustment in 4 areas: Social; Emotional; Personal; and Home Life. It can be administered in about 50 minutes, and consists of 160 questions, which can be answered "yes", "no" or "not sure". The students can be classified into two groups: with problems or without problems.

Inventario de Intereses Vocacionales, División de Investigaciones Pedagógicas y Estadísticas (1954): This test is designed to determine the vocational interests of students in grades 9-12. It describes activities in 8 areas; Fine Arts; Language; Helping People; Numbers; Mechanics; Science; Controlling People; and Clerical (Church). There are 240 questions to which the students can answer "yes" or "no" on a separate answer sheet. The Inventory is untimed.

6. MLA - Cooperative Foreign Language Tests: Spanish: Modern Language Assoc. of Americ.

Grade Range:	High School -College
Can be Administered to:	Groups
Time for Administration:	About 2 hours
Languages:	French, German, Italian, Russian, and Spanish
Source:	Educational Testing Service, Box 999 Princeton, New Jersey 18540

Developed specifically to appraise language learning by the audiolingual approach the MLA-Cooperative Foreign Language Tests measure language skills functionally. Except for the directions, which are in English, the Spanish version is completely in Spanish. The four basic skills, Listening, Speaking, Reading, and Writing, are separately tested at two levels of difficulty. A norms booklet provides norms for all test in this series. Separate answer sheets can be used for Listening and Reading only. Also available are versions in French, German, Italian, and Russian.

G. ATTITUDINAL SURVEY

1. Survey of Study Habits and Attitudes (SSHA): W.F. Brown and W.H. Holtzmann

Grade Range:	High School and College
Can be Administered to:	Groups
Time for Administration:	About 25 minutes
Administration Requirements:	Should be administered under supervision of school psychologist
Languages:	English and Spanish
Source:	The Psychologist Corporation 304 E. 45 Street, New York, N.Y. 10017

The Survey of Study Habits and Attitudes (SSHA) is designed to identify students whose habits and attitudes may prevent them from taking advantage of their educational opportunities. The Survey yields a profile in 7 areas: Delay Avoidance; Work Methods; Study Habits; Teacher Approval; Education Acceptance; Study Attitudes; and Study Orientation. These scores can be used by counselors to help students get more out of their school work. The Spanish version of the SSHA, "Encuesta de Hábitos y Actitudes Hacia el Estudio", is an authorized Spanish-American edition. It was prepared in Mexico with care to assure its suitability for use in other Hispano-American countries. Norms are available for high school and first-year college students in Mexico.

H. PERSONALITY TESTS1. Junior Eysenck Personality Inventory (JEPI), H.J. Eysenck and B.G. Eysenck. 1969.

Grade Range:	4-8
Can be Administered to:	Groups
Time for Administration:	10-15 minutes
Administration Requirements:	Should be administered under supervision of school psychologist
Languages:	English and Spanish
Source:	Educational An Industrial Testing Services P.O. Box 7234, San Diego, CA 92107

The Junior Eysenck Personality Inventory (JEPI), available in parallel Spanish and English editions, is designed to measure two dimensions of personality: extraversion-introversion and neuroticism-stability (sic). The JEPI consists of fifty-seven probing items to which the subject answers "yes" or "no". Responses are marked directly on the Inventory and are scored by means of overlay stencils. The JEPI is used for educational guidance, where JEPI personality dimensions have been found to be related to aspects of academic achievement. Norms are available for Anglo, Negro, and Mexican-American groups.